

An Ideal Student-Centric Approach to Assessment



How Do We Address Our Various Challenges?

- Course Outcomes
- Program Outcomes
- Gen Ed Outcomes
- Institutional Outcomes
- Time
- Assessment as ad hoc work
- How to Satisfy?
 - Accreditation
 - Workforce
 - Stakeholders
- Lack of student

Goal or Purpose of Assessment?

To Improving Student
Learning and Close Learning
Gaps

Give a person a fish and you feed them for a day, teach a person how to fish and you feed them for a lifetime.

~Chinese Proverb



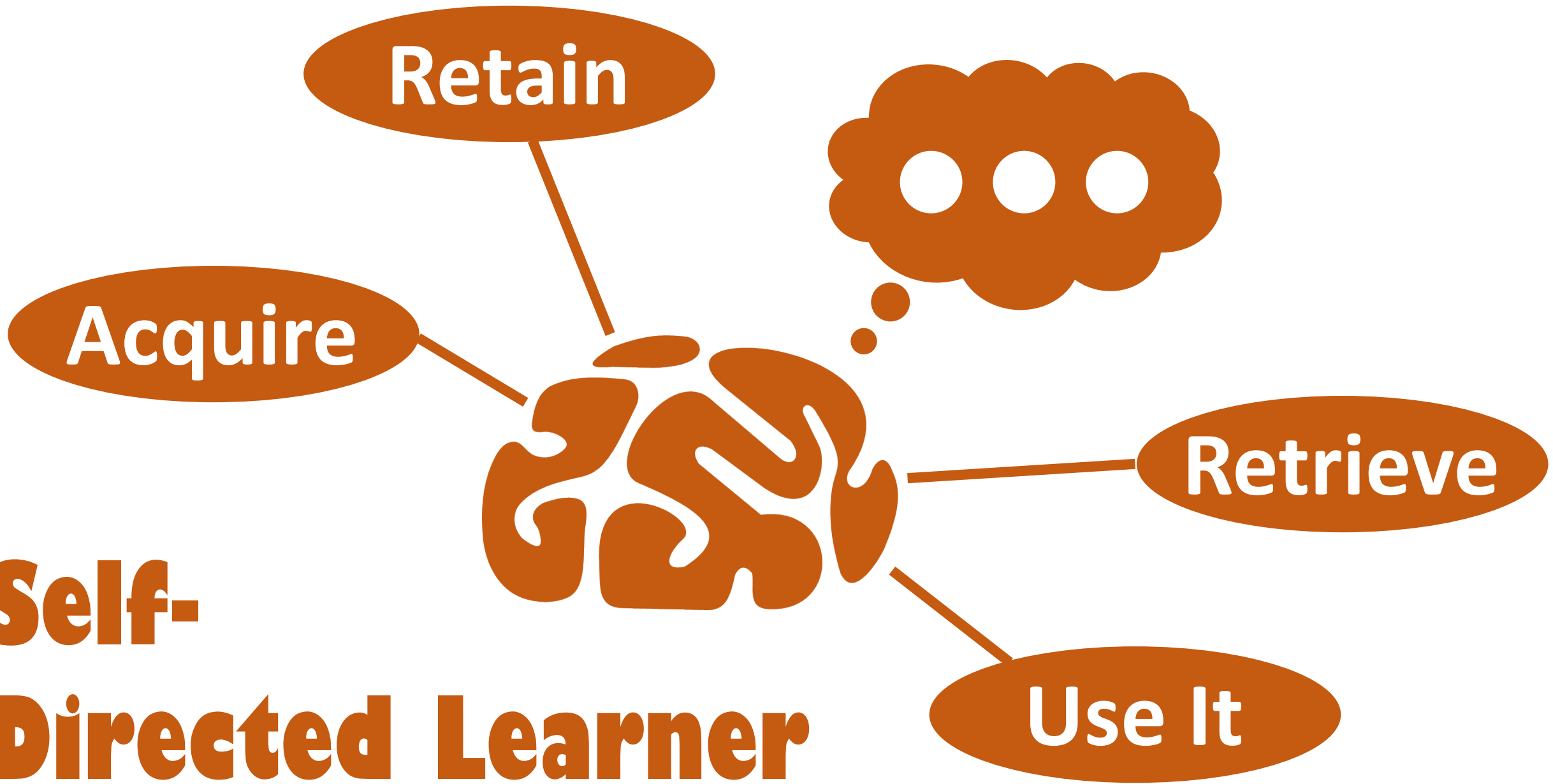
It is better to
KNOW HOW TO LEARN
than to know.

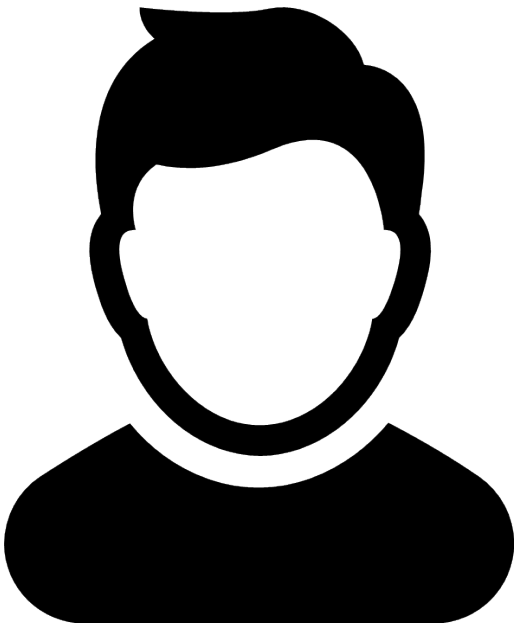
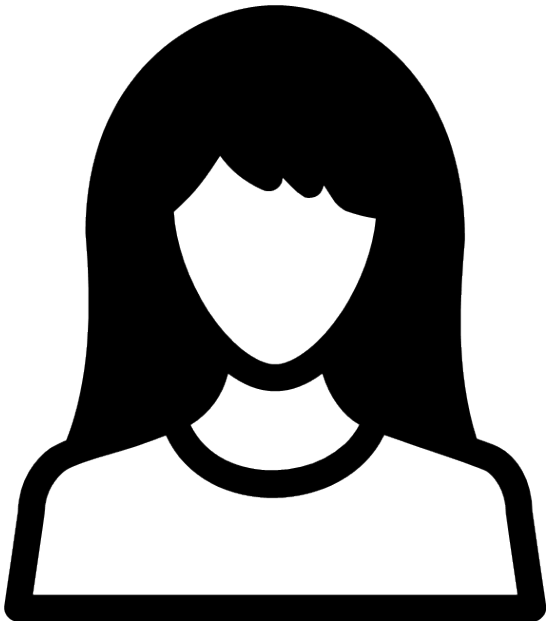
-Dr. Seuss



Teach our students
“How to Learn”
to become
self-directed,
self-regulated,
lifelong learners.

Self- Directed Learner





Self-regulated Learner

- **Monitors, regulates, and controls their cognition, motivation, emotions, and behaviors**
- **Goals, Plans, and Actions**

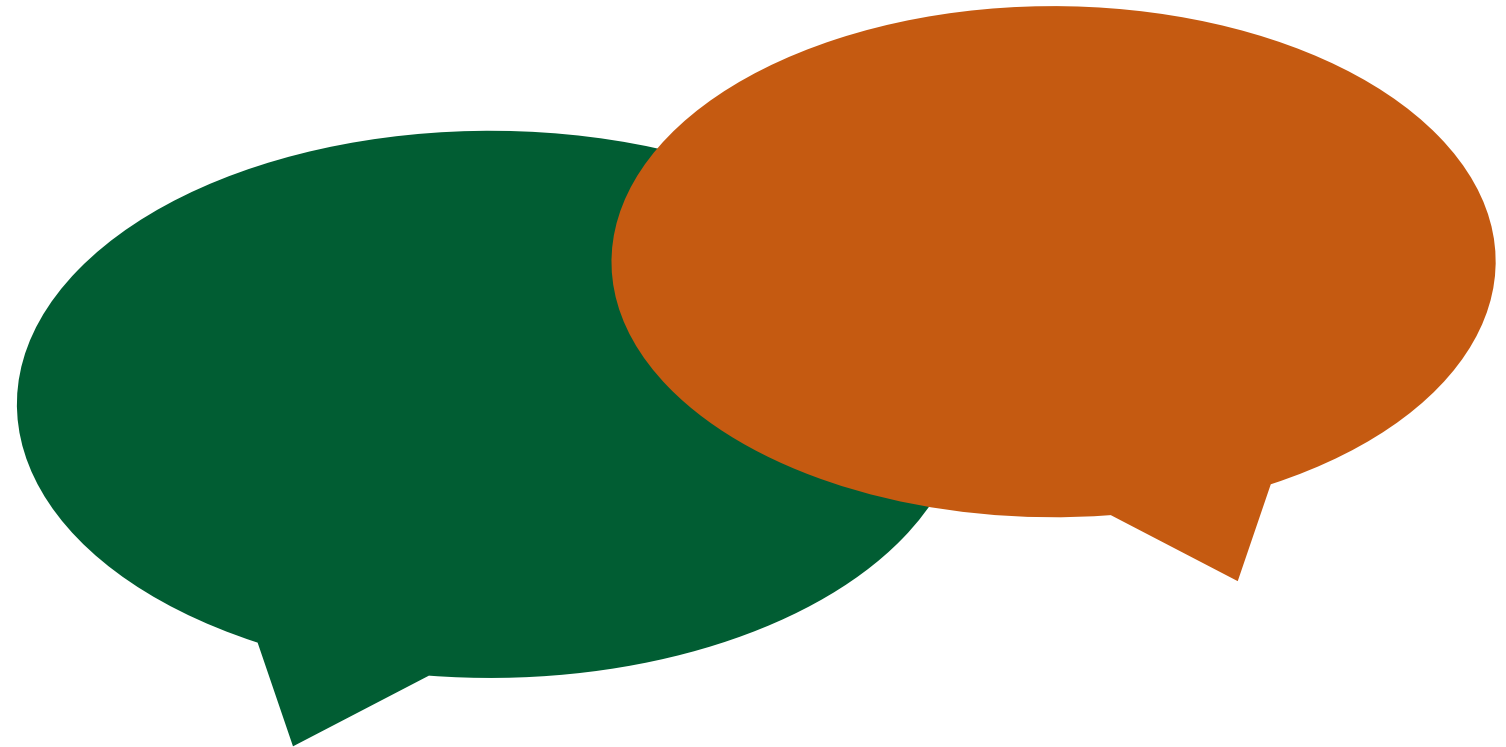
Teacher Focused



Student Focused

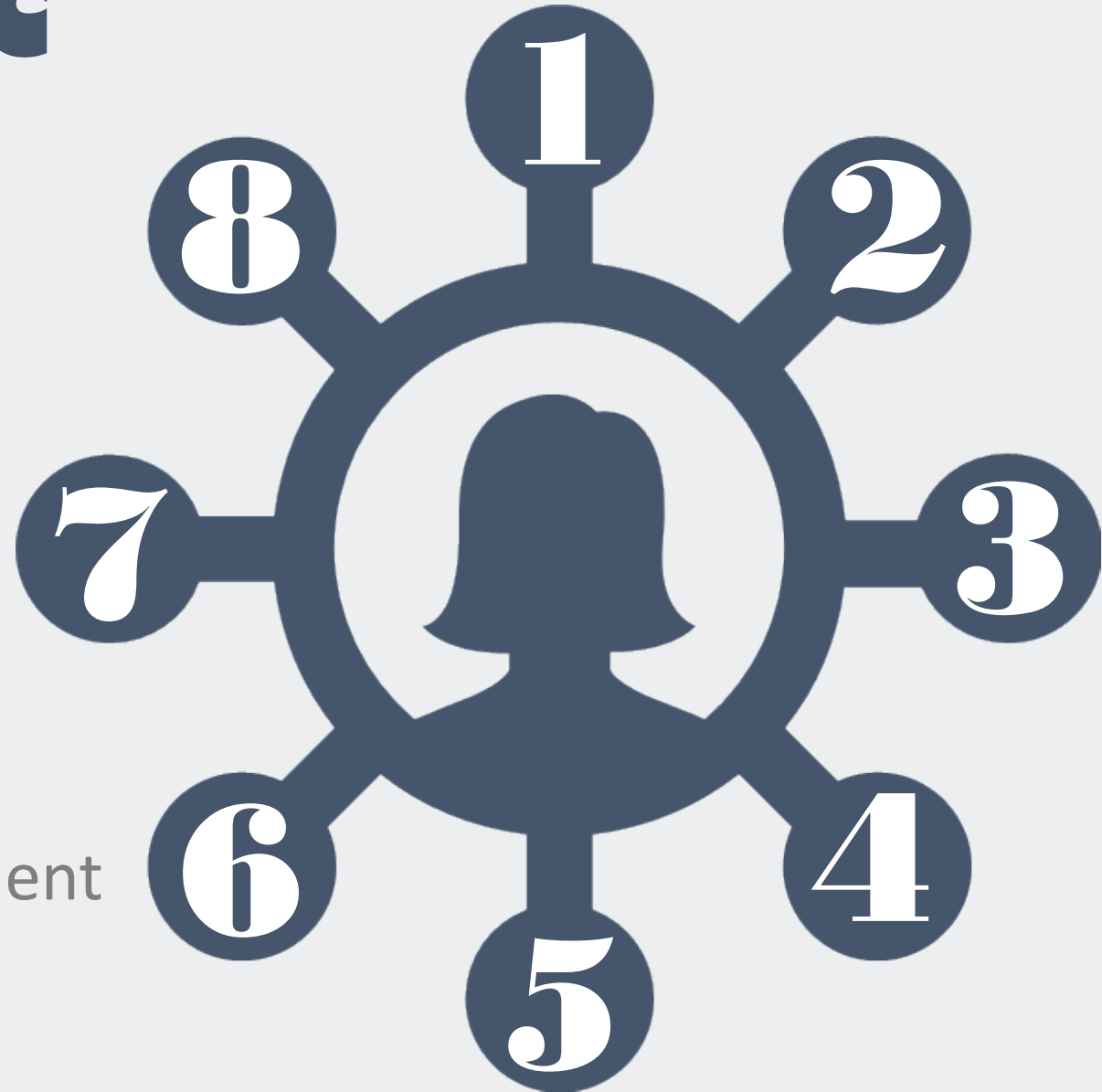


**How can we engage students
in the assessment process?**



Student-Centric Model of Assessment

1. Identify an Assignment
2. Create/Review a Rubric
3. Students complete the assignment
4. Self-assessment
5. Peer/Group/Collaborative Assessment
6. Reflection
7. Quality Instructor Feedback
8. Revision of work



1 Identify an ASSIGNMENT

LARGE

COMPLEX

End of Semester

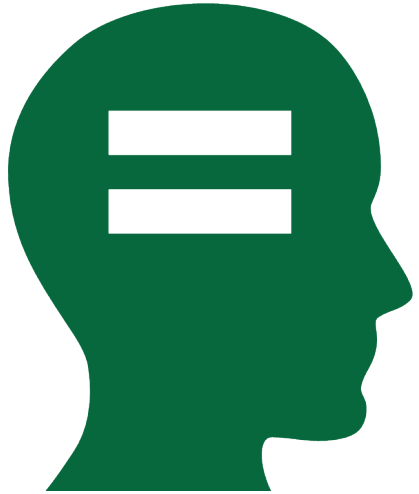




Create/Review RUBRIC

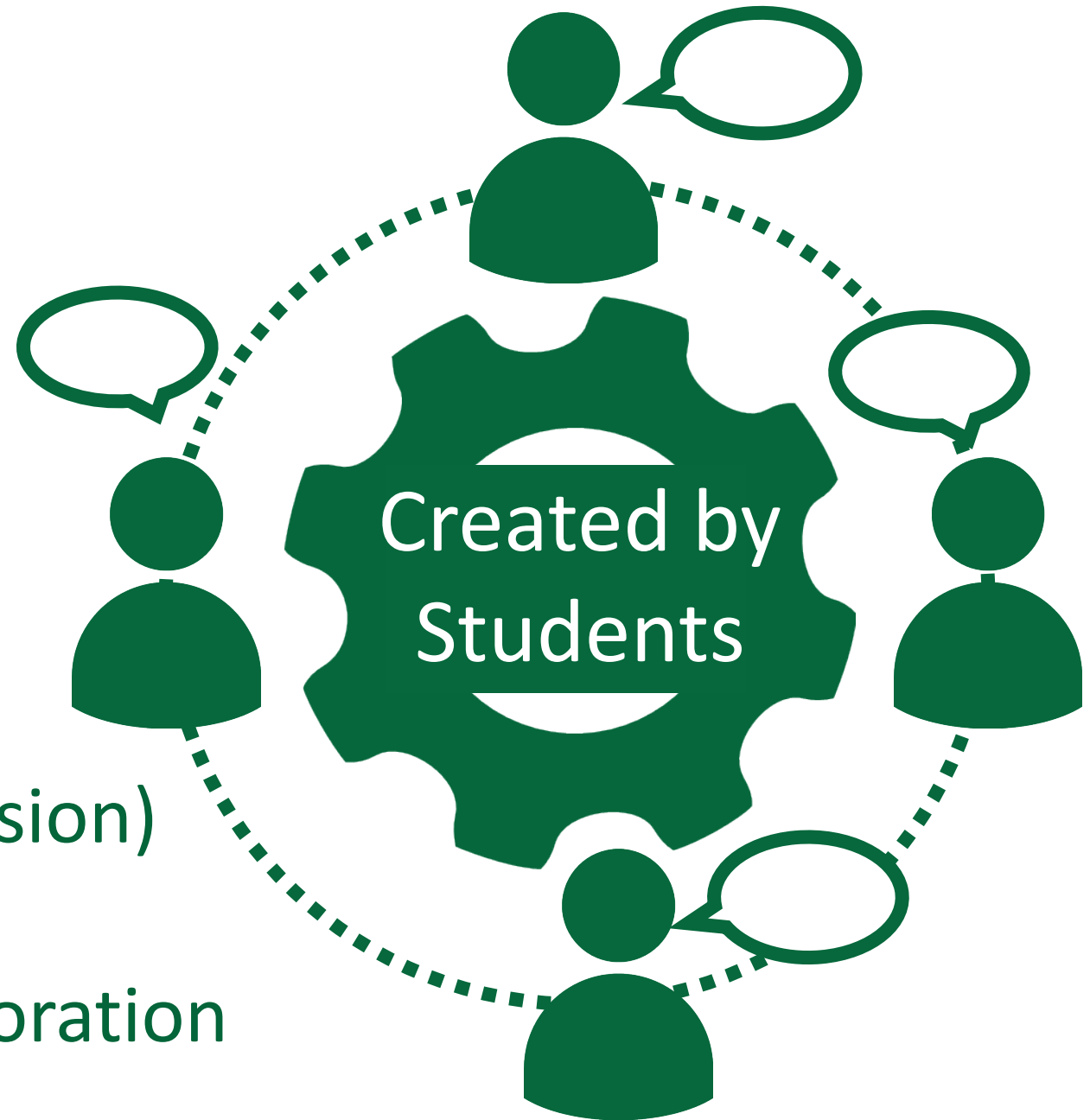
Dimensions	Not Evident (0)	Needs Substantial Improvement (1)	Partially Competent/ Progressing (2)	Meets Expectations (4)	Exceeds Expectations (5)
Dimension					
Dimension					
Dimension					

A scoring tool that defines the detailed expectations and criteria for performance of an assignment.





- Questions/Discussion (future or immediate revision)
- Fill in the blanks
- Professor/Student Collaboration

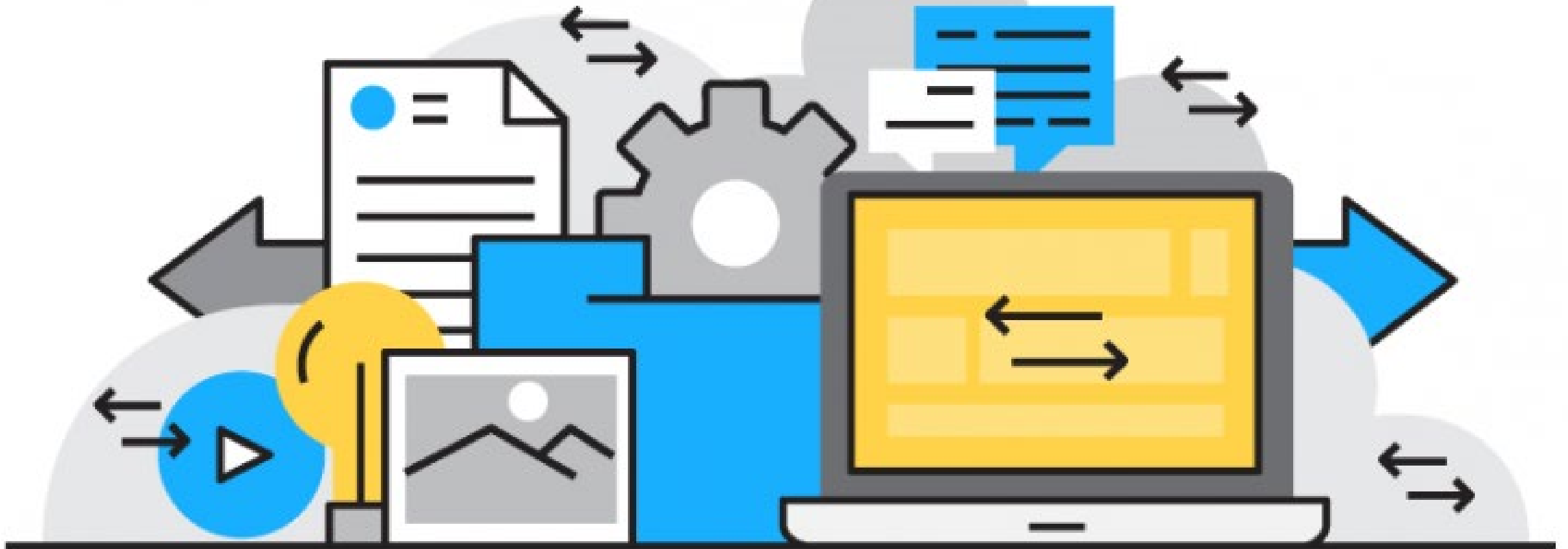


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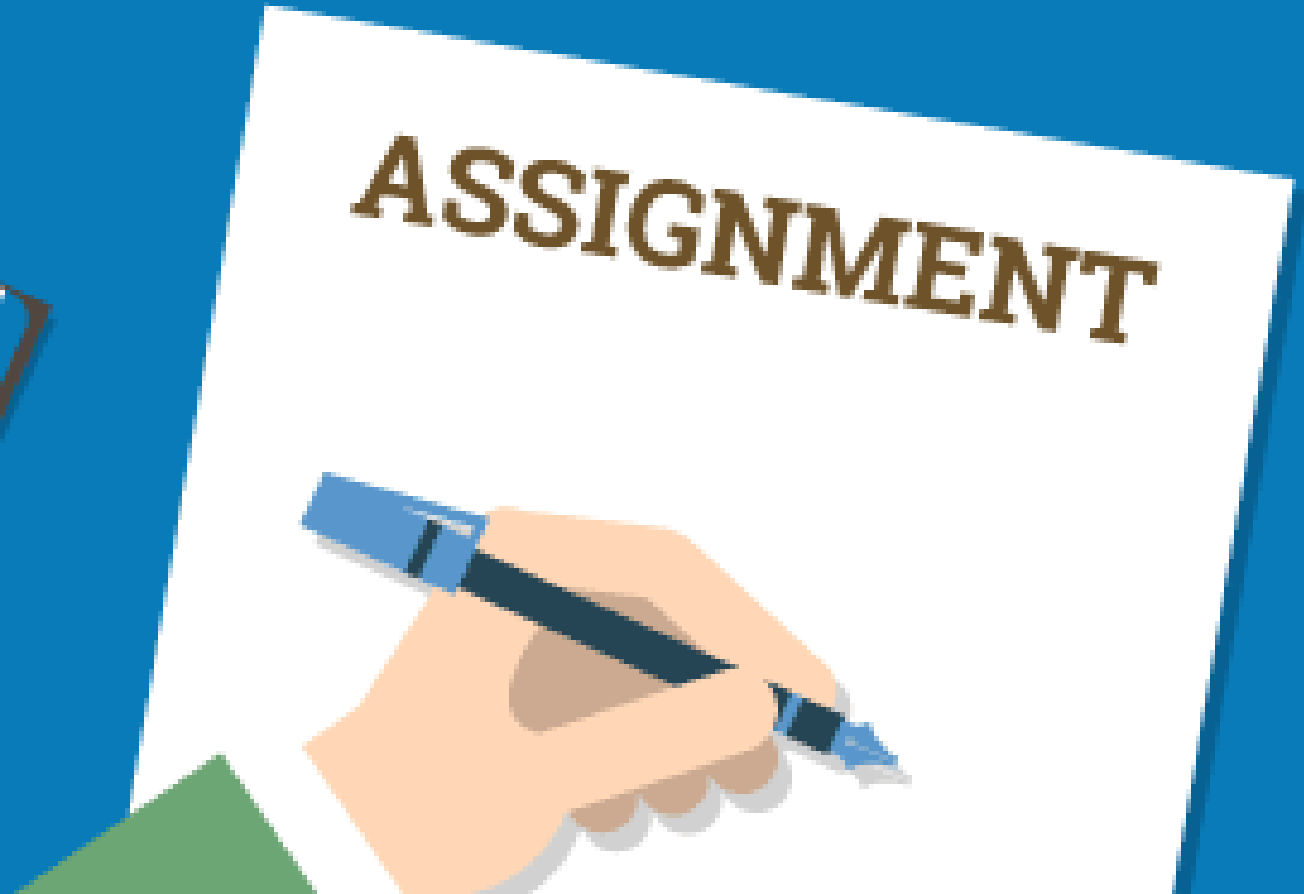


ASSIGNMENT

Parameters, Structure, & Nature



3 Students Complete the ASSIGNMENT

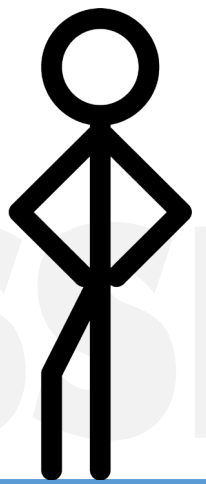
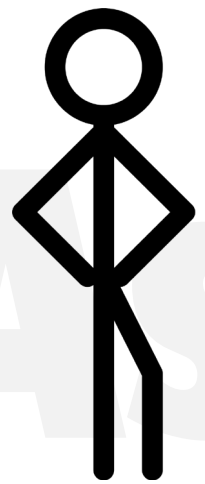


4 Self-Assessment



I know!

I don't know...



**Knowledge
Gap**

Student's
own work

Defined criteria
& expectations

Self-Assessment

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

5 Peer and/or Group/ Collaborative Assessment





Evaluating & Benchmarking



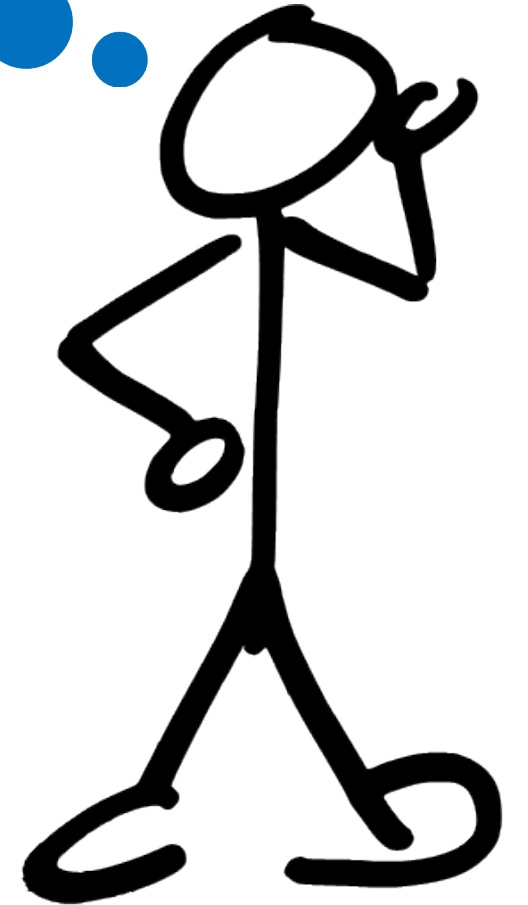
Develops the skill of objectively reviewing other's work and providing constructive feedback.

Become more objective in their self-assessment.

6 Reflection:



**Preparation, Strengths,
Mistakes & Weaknesses,
Improvement Goals,
Action Plans**



Dimensions & Levels

Dimensions	Not Evident (0)	Needs Substantial Improvement (1)	Partially Competent/ Progressing (2)	Meets Expectations (4)	Exceeds Expectations (5)
Dimension					

Scores & Comments

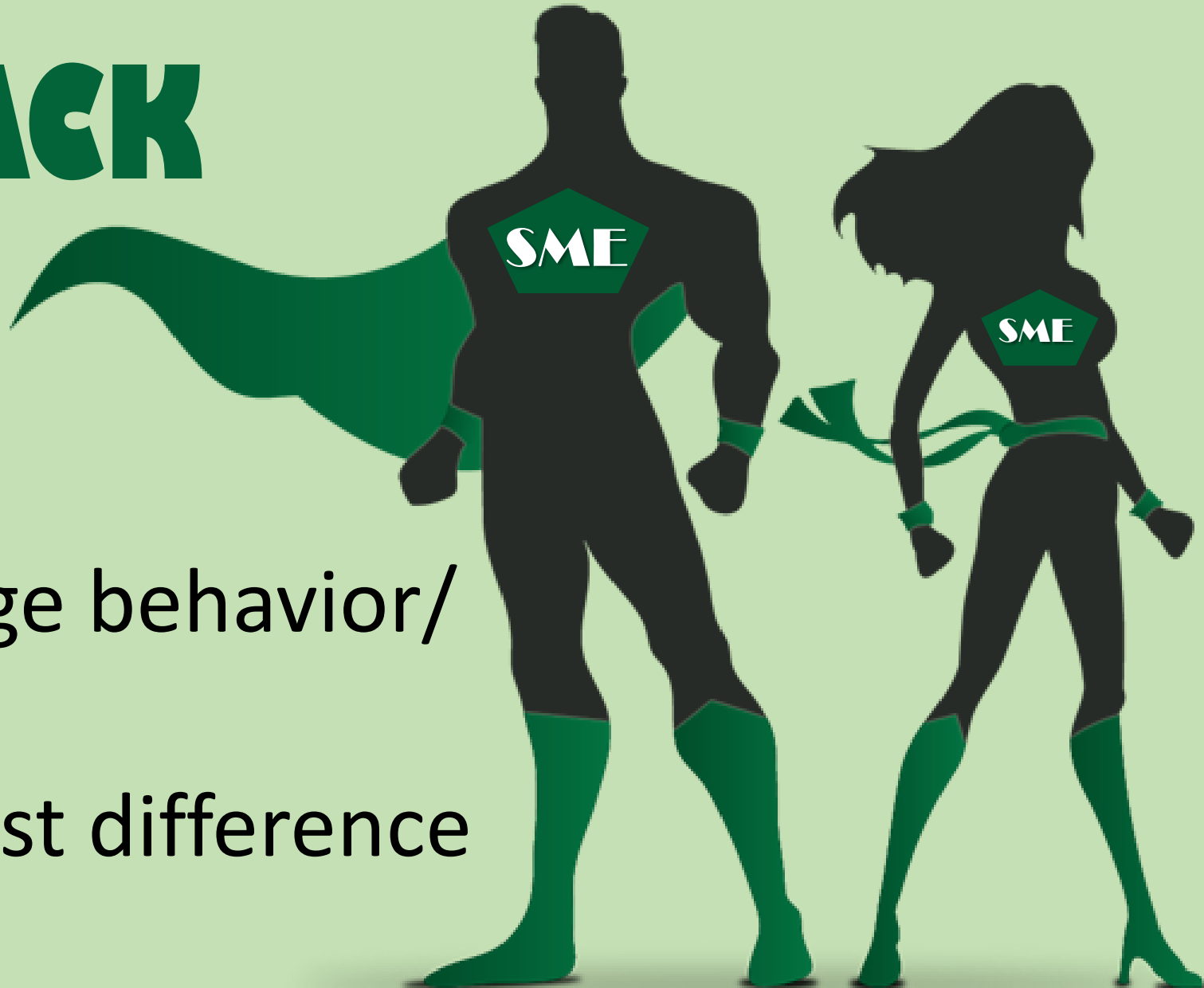
Self Score/ Comments	Peer Score/ Comments	Instructor Score/ Comments

Reflection & Action

Preparation	Strengths	Mistakes/ Weaknesses	Improvement Goals	Action Plan
What techniques did you use to prepare for this activity? What known hurdles or stumbling blocks are there?	What did you do well?	What mistakes were made? What areas are weak? Are there any patterns?	What goals do you have? Where am I now vs. where do I want to be?	How do I get there? What steps will you take in order to achieve your improvement goals?

7 Quality Instructor FEEDBACK

- On track?
- Actionable - change behavior/
performance
- Few things - biggest difference

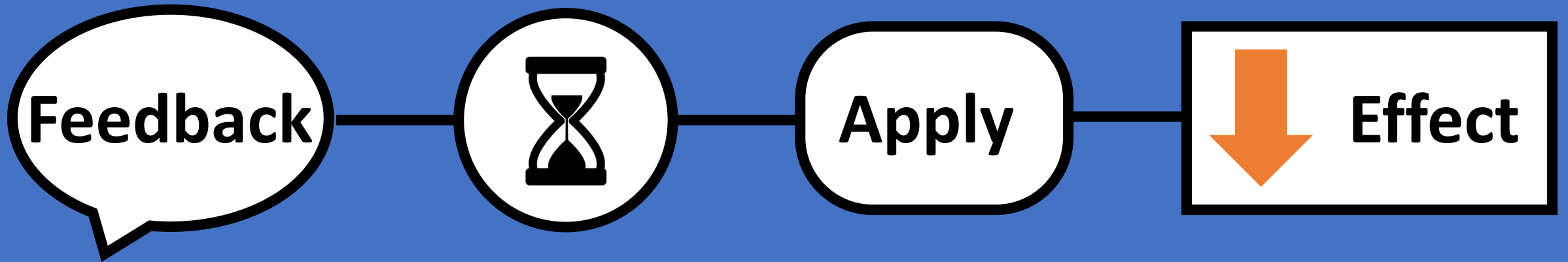


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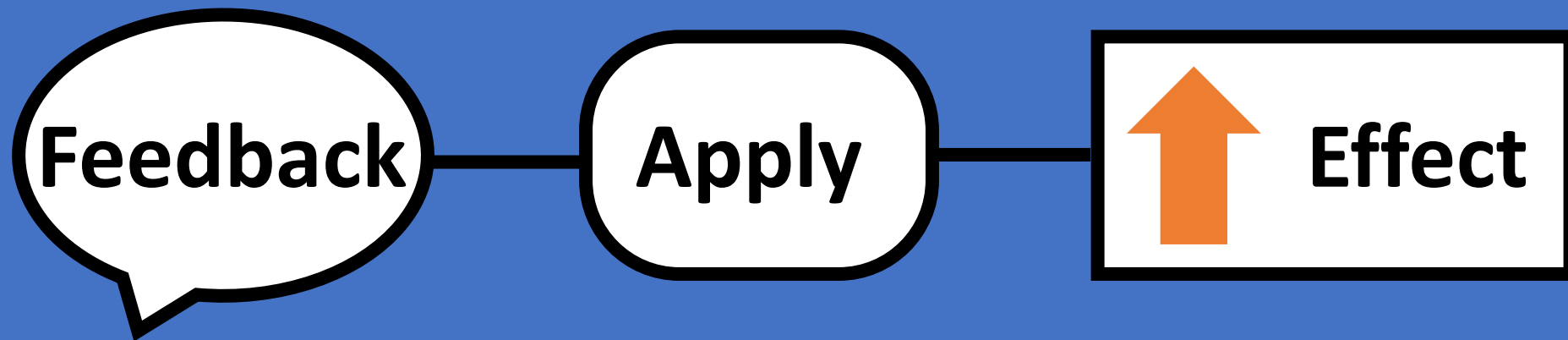
REVISION of WORK



REVISION of WORK

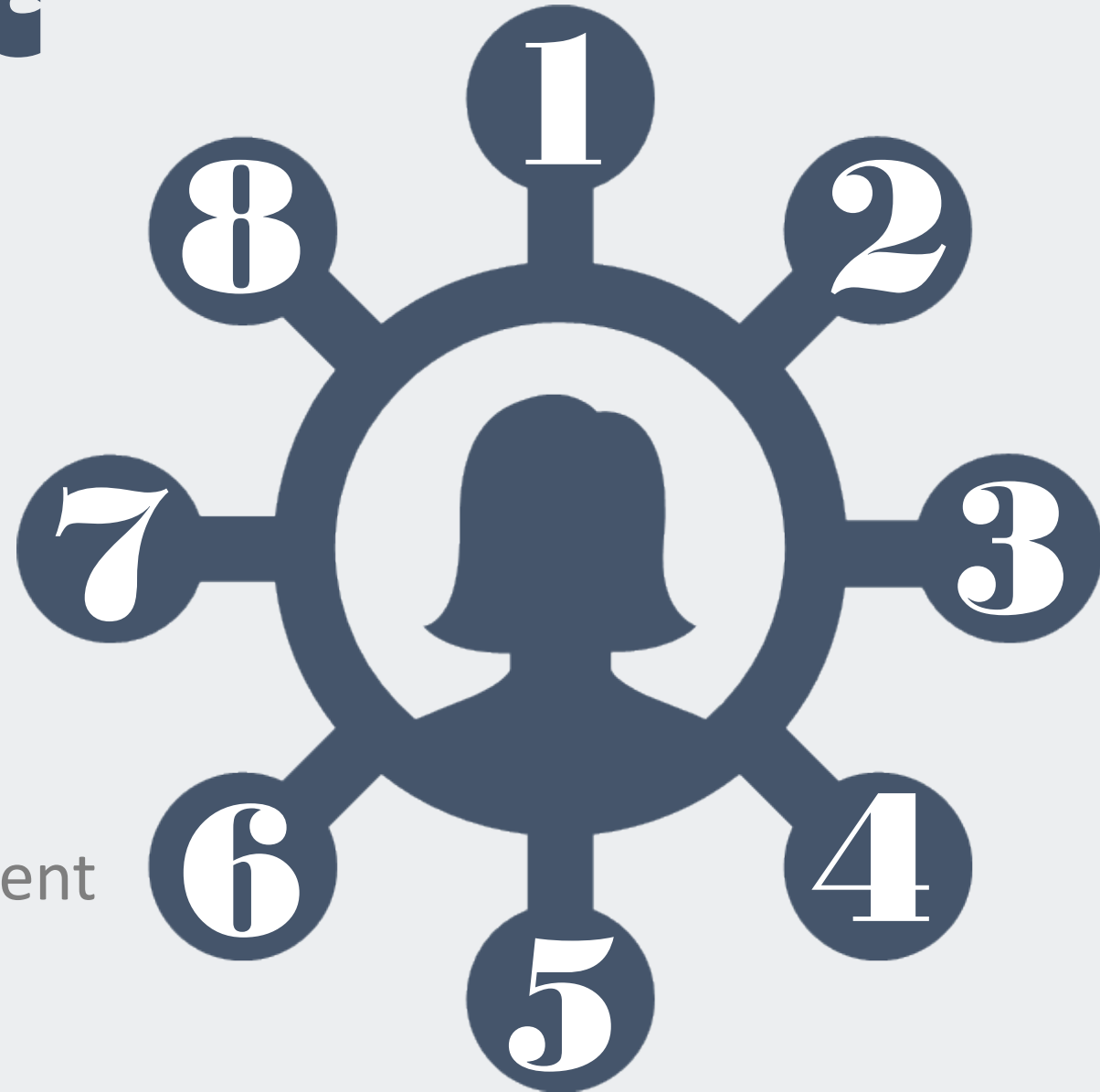


REVISION of WORK



Student-Centric Model of Assessment

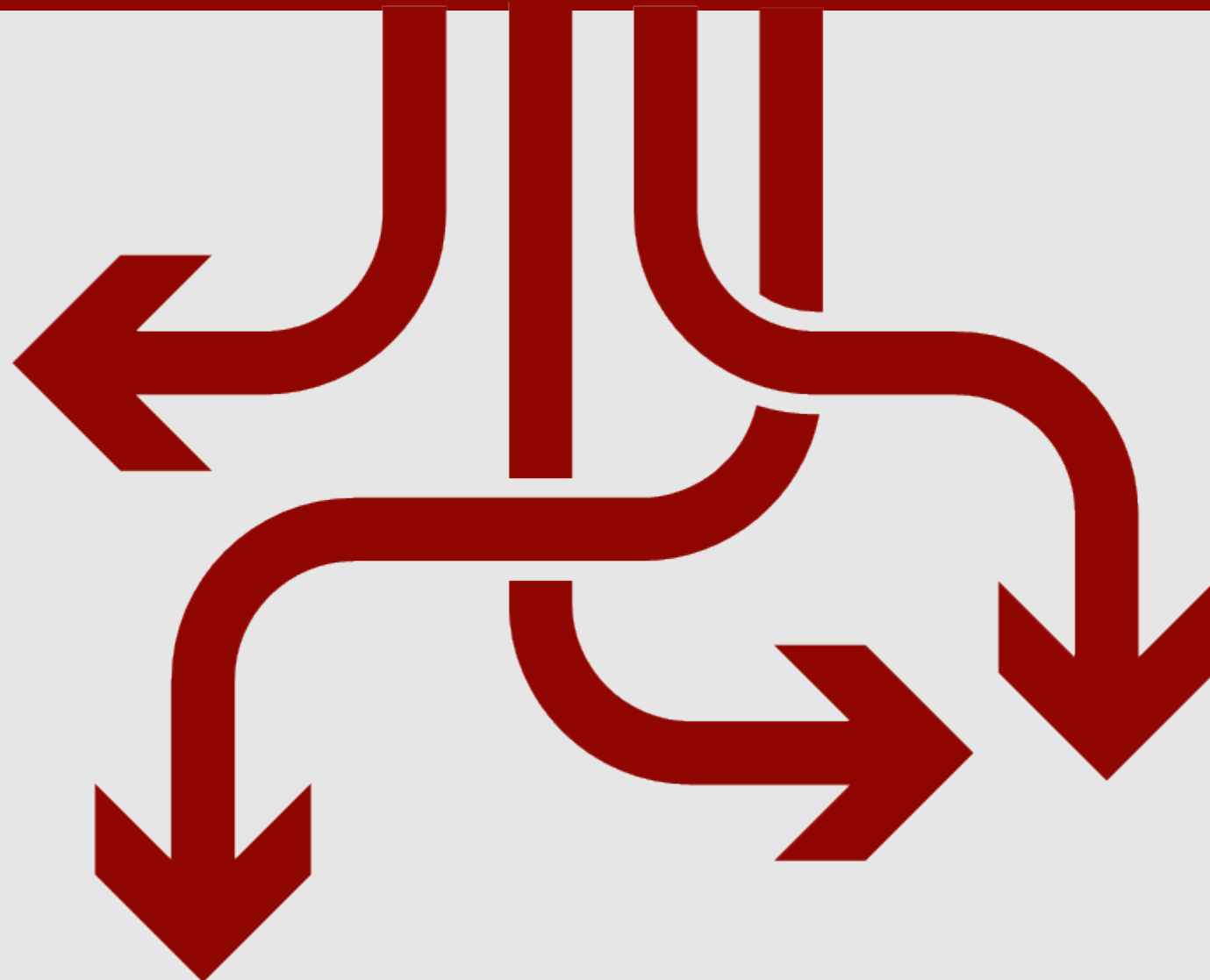
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HOW TO IMPLEMENT?

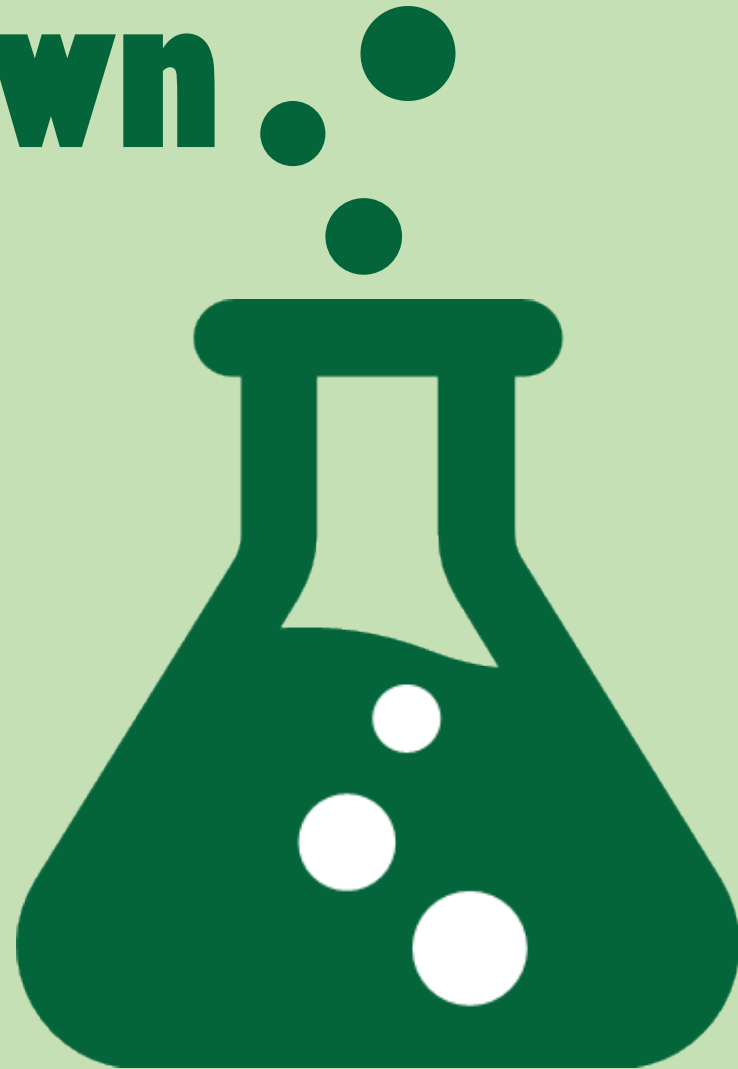
Flexible Model



Example

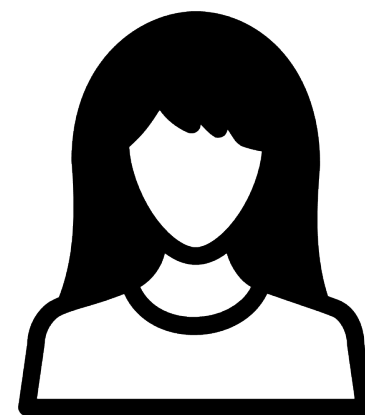
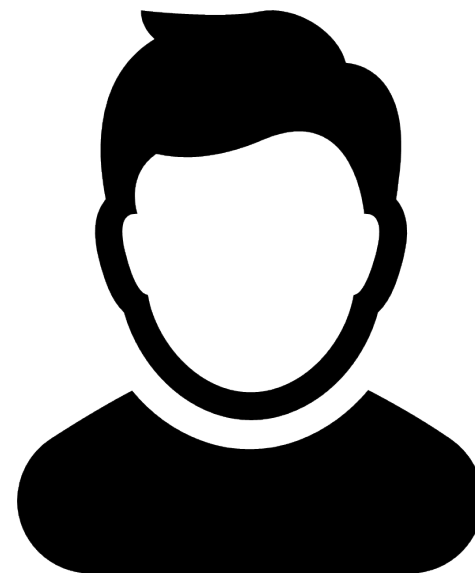
EXPERIMENT

Make it your own .^o



Self-regulated Learner

- Reflection
- Goals, Plans, and Actions
- Engaged & Empowered
- Monitor Progress
- Close Learning Gaps
- Learning Tactics/Study Strategies
- See the Connections:
Assignment – Content - Outcomes



**What's the biggest "aha" moment
or winning idea from this model?**

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